

2016

Idaho Mastery Education Network Application



**MASTERY
EDUCATION**

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Idaho Mastery Education Network Application

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I. Background and Legislative Intent

A. The Need for Innovation

A time-based system constrains student achievement in a 21st century learning environment and no longer engages students in a way that encourages career aspirations or facilitates future learning opportunities. Children need hope in the future and must be engaged by schools in a way that makes learning relevant and exciting. Advancements in technology, coupled with evolving workforce demands, require students be given opportunities to achieve at a flexible pace, whether advancing beyond standard mastery or requiring additional support to achieve proficiency. Mastery Education emphasizes achievement over enrollment and encourages school districts to address adequately personalized learning needs of each of their students. Mastery Education is commonly referred to as proficiency-based education or competency-based education.

B. Goals for the Idaho Mastery Education Network

The primary goal of Idaho's education system is to ensure that Idaho students are provided with an education that promotes college and career readiness when they step out into today's world. All Mastery education will provide the opportunity for students to engage with meaningful content in ways that encourage student support and deeper learning. In addition, students will be able to acquire critical knowledge, skills and dispositions essential for success in the 21st century. Demonstration of proficiency related to rigorous expectations leads to greater student ownership of learning and helps educators and students eliminate false assumptions about student learning associated with points, percentages, and grades.

During the 2015 session, the Idaho Legislature passed House Bill 110 (codified as Idaho Code § 33-1632), which directed the Idaho State Department of Education (SDE) to move Idaho toward a mastery-based education model; this model helps students move away from the current time-based system to a mastery-based system, which allows a more personalized and differentiated learning experience. Mastery Education (ME) requires focus on explicit, measurable, transferable learning objectives that will empower students and prepare them for the 21st Century. (Idaho Code § 33-1632).

In response to I. C. § 33-1632), the SDE will facilitate the planning and development of an incubator process and assessments of local education agencies to identify the initial cohort of up to 20 local education agencies defined as a school or district. The Idaho Mastery Education Network (IMEN), will serve as incubators in fiscal year 2017. The purpose of this application is to select these initial 20 local education agencies.

Goals for the IMEN:

- Create a professional learning community
- Promote innovative learning that has meaning to students, cuts across multiple curriculum areas and extends outside of the classroom

- Advance students to higher-level work once they demonstrate mastery of competencies, rather than advancing based upon seat time in the classroom
- Provide supports to struggling students before they advance, and prevent further failure
- Keep all students on pace to graduate, and ensure those below level make rapid progress
- Graduate students with deeper college and career ready skills
- Inform future development of statewide mastery education policies and programs

C. Application and Program Overview

The Idaho State Department of Education will support up to 20 schools/districts. Applicants must demonstrate commitment and capacity to serve all students with the support from their governing boards, administrators, and teaching staff to design and plan in 2016-2017, implement mastery education for four school years (2017-2018, 2018-2019, 2019-2020, and 2020-2021) and show the capacity to fulfill the responsibilities detailed in this application. Application shall include a timeline and plan for school wide implementation by the end of the five year process (2020-2021 school year).

Potential applicants must assess their capacity using the Idaho Mastery Education Network Self-assessment Tool included in section 5 of this application. The tool provides two frameworks for understanding transformation to a mastery education system. Part I will help potential applicants determine their progress or capacity for moving from traditional to mastery education approaches. Part II will help potential applicants determine where they are (or what is involved) in the process of mastery education planning, design, and implementation. The application process is open to all districts and charter schools. There are resources embedded throughout the application to help generate ideas. There are optional resources included throughout the application as well as in Appendix D.

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II. General Information

A. Definitions

The Idaho State Department of Education views mastery education as a system of academic instruction, assessment, grading, and reporting. Students receive credit, not as a function of how much time they spend studying a subject, but based on demonstrations and assessments of their learning. Instruction is tailored to students' current levels of knowledge and skills, and students are not constrained to progress at the same rates as their peers. Mastery education allows for accelerated learning among students who master academic material quickly and provides additional instructional support time for students who need it.

- **Carnegie unit:** a system developed in the late nineteenth and early twentieth centuries that based the awarding of academic credit on how much time students spent in direct contact with a classroom teacher. The standard Carnegie unit is defined as 120 hours of contact time with an instructor—i.e., one hour of instruction a day, five days a week, for 24 weeks, or 7,200 minutes of instructional time over the course of an academic year
- **Seat time:** often used in conjunction with "credit hour," referring to time-based educational requirements measuring student time in classes
- **Idaho Core Standards:** The Idaho Core Standards articulate what students are expected to learn at each grade level, so that every parent and teacher can understand and support their learning.
- **Competencies:** knowledge, skills and/or behaviors students must master in a specific content or performance area. They are observable, measurable, and rooted in the Idaho Core Standards
- **Mastery:** the targeted level of achievement relative to a standard or learning goal. "Demonstrating mastery" is synonymous with "demonstrating proficiency" or "meeting the standard."
- **Competency-based pathways:** a phrase associated with competency-based education to distinguish flexible learning models from traditional time-based models where students generally all follow the same progression of activities. Pathways emphasize varied ways for students to progress to desired end states of completion and achievement.
- **8 In 6 Program** The 8-in-6 program is designed to help students complete 8 years of schoolwork (2 years of middle school, 4 years of high school, and 2 years of postsecondary or trade school) in just 6 years. Students would have opportunities to become Early Completers or qualify for the Mastery Advancement Program scholarship in high school.
- **Fast Forward Program** enables all juniors and seniors attending public high school in Idaho to be eligible for state aid to pay for dual credit courses and college-bearing/professional technical exams.

- **Early Completers Program** helps students who have completed state graduation requirements early to use state aid to pay for dual credit courses and college-bearing/professional technical exams while still in high school.
- **Idaho's Mastery Advancement Program** supports students who graduate from high school at least one year early, by allowing them to be eligible for scholarship equal to 35% of their Average Daily Attendance allocation to an Idaho, public post-secondary institution of their choice.
- **Idaho's Credit Hour Waiver Request** allows LEAs to request through the SDE a waiver that allows students to receive credit based on mastery of content vs. time spent in a class.

B. Requirements of Selected Network Sites

The purpose of this initiative is to support efforts within Idaho to develop, implement, and evaluate K-12 mastery education systems. Applicants have a great amount of discretion in the design of their mastery education programs, as long as they support the initiative's goals, address the target areas, and meet the requirements listed below.

1. Implement a Mastery Education System

A district or school selected to participate in the network shall offer mastery education that satisfies all of the following [requirements](#):

- Students advance upon mastery (demonstration of competency)
- Competencies include clear, measurable, transferable learning objectives that include application and creation of knowledge, along with the development of work-ready skills
- Assessments are meaningful and an affirmative learning experience for students
- Students receive timely, differentiated support based on their individual learning needs
- Learning outcomes emphasize competencies that include application and creation of knowledge along with the development of important skills and dispositions
- All appropriate stakeholders shall be active participants in the district's programs
- Implementation shall be school wide at the end of the 5 year time period

2. Build Community Partnerships

A district or school selected for the network will incorporate partnerships with post-secondary institutions and members of industry, examples include but are not limited to:

- Experiential learning opportunities or study outside of traditional classroom
- Alignment of high school and higher education expectations
- Dual enrollment opportunities through Advanced Opportunities
- Alignment with local business and industry priorities
- Intentional connection between mastery education and career-technical education

3. Align with State and Federal Programs

Selected applicants shall align their proposed mastery education program with integral student programs currently in place as well as current state and federal programs. Supporting structures and corresponding systems that align to that vision shall be articulated in the project narratives. Examples include:

- IDEA (Individuals with Disabilities Education Act)
- Federal Title programs
- Advanced Opportunities (8 in 6, Fast Forward, Early Completers, and Mastery Advancement Programs)
- Professional development plans

4. Facilitate Collaborative Leadership

The applicant must identify a leadership team for guiding the district or charter school's work, and participating in a cross-site Idaho Mastery Education Network. For example, the active team may include the following members:

- Superintendent (district or career-technical) or community school leader
- Principal of each building where mastery education is being implemented
- One teacher from each building where mastery education is being implemented
- Curriculum director, pupil services administrator, assessment specialist, technology coordinator, or others as appropriate based on level involvement in the work

5. Participate in Idaho Mastery Education Network

In addition to designing, planning, implementing, and monitoring the proposed plan, network sites (selected school/district) will participate in the state-led mastery education network designed to increase statewide knowledge and understanding of mastery education strategies as well as develop information, materials, and other applicable resources for use across the state, districts, and schools. This work shall include, but is not limited to:

- Participation in professional development plans and assist in the following network activities;
- Development of model competencies that can be scaled to statewide use
- Identification and/or development of assessments (formative and summative) and other tools to monitor learning
- Development of best practices
- Identification and assessment of data and metrics used to ensure compliance, progress, and growth

6. Serve as a Mastery Education Model Site

Network sites may serve as models for mastery education during and following the completion of the network. It is anticipated that other districts or schools may want to visit your site to discuss successes and challenges during the planning, design, and/or implementation phases of mastery education.

7. Engage in Data Collection and Reporting

Network sites must use data internally to guide mastery education. Network sites should plan to develop and support an internal data collection and reporting system that empowers educators with meaningful and timely information that will guide the continuous improvement of student learning, ensuring students are on pace to graduation.

The nature and extent of data collected in these systems should be determined, in part, by the results of the Idaho Mastery Education Network. In cases where network sites develop additional metrics that are unique to their programs, they should plan to incorporate those metrics into their internal data collection and reporting systems.

Several “**best practices**” should be incorporated in the data collection and reporting system developed or used within this project. Network sites should:

- Use a student information/learning management system to integrate data from formative and summative assessments so educators may develop and revise a personalized learning plan for every student;
- Map student progress toward mastery for each aligned competency, allowing educators, students, and parents to track performance and identify needs in real time;
- Look at data and information that spans grade levels, years, and curricula areas so educators, students, and parents can determine the extent of student mastery independent of time ;
- Develop a system that provides transparent, meaningful information to all stakeholders on the impact on instructional practices.

8. Participate in Evaluation Activities

Network sites must provide data to the Idaho Department of Education as requested for the purpose of evaluating the network; including an annual performance review.

The Idaho State Department of Education will leverage district or charter quantitative and qualitative data to evaluate the implementation of the Idaho Mastery Education Network, as well as student outcomes in network districts or schools. Results from this evaluation will be subject to public reporting at both the aggregated network level, and at the individual network site level. All evaluation results published by either The Idaho State Department of Education or network sites must comply with state and federal laws regarding student privacy.

To facilitate the Idaho Mastery Education Network evaluation, network sites must assure that they will comply with Idaho's reporting requirements as outlined in Idaho law. Measures that will be included in the network evaluation may include, but are not limited to, the following:

- Student achievement on statewide assessments
- Student and staff attendance and absenteeism rates
- Improvement on cultural measures
 - Attendance
 - Disciplinary incidents
 - Student engagement
 - Student voice
 - Student and parent survey data
 - Evidence of improved instructional practices
- Idaho's Cohort Graduation Rates
- End of Course Tests
- Mastery Performance Tasks

The 2016/2017 data will serve as a baseline year.

Network sites may be asked to participate in site visits, interviews and focus groups, as well as provide documentation or other artifacts of the planning, design, and/or implementation process for use in the network evaluation.

9. Budget

Funds may be used to support design, planning, and implementation activities as outlined in the approved proposal including, but not limited to, technology purchases (hardware and software), meeting costs, facilitation, travel, stipends, substitutes, learning management systems, and virtual team platforms. Funds should be designated for cross-network collaborative activities and professional development as may be required by the Idaho Department of Education. Funds, if any, may only be used to support Mastery Education as appropriated by the legislature. No funds shall be used to support or fund any activity not related to Mastery Education.

10. Assurance

A district or charter selected to participate in the network will remain subject to all accountability requirements in state and federal law as applicable to that district or school including general department requirements and mastery education specific assurances.

11. Idaho Department of Education Contact Information

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650 W State Street
Boise, Idaho 83702
Email: kbrady@sde.idaho.gov
Phone: 208-332-6890

III. Application Process

A. Overall Timeline

The Idaho Mastery Education Network implementation will be carried out over a five-year period. Selected applicants will have from June 2016 to August 2017 to complete design and planning, followed by four academic years to implement their district's or school's mastery education systems (2017-2018, 2018-2019, 2019-2020, and 2020-2021).

The Idaho Department of education will approve up to (20) eligible applicants to plan, design, develop, and implement mastery education during the Network Time. The application will be posted on the SDE Mastery Education website on **Monday, Feb. 1, 2016**. Applicants interested in applying must complete and submit the Idaho Mastery Education Network Self-Assessment Tool, signature page, proposed budget, and the Idaho Mastery Education Network Application Google Form by 5 p.m. on **Friday, March 11, 2016**. Questions can be emailed to kbrady@sde.idaho.gov

Evaluation of applications will be conducted from **March 14, 2016-April 15, 2016**. The selection and award of up to twenty applicants will be made no later than **Friday, April 22, 2016**.

Upon notification, the network sites may begin their planning processes immediately and will be required to participate in department-sponsored professional development and mastery education development activities. The fifteen month period from June 2016, through August 2017, will serve as the planning and design period.

B. Implementation Timeline

- 2017-2018 Year 1 Implementation
- 2018-2019 Year 2 Implementation
- 2019-2020 Year 3 Implementation
- 2020-2021 Year 4 Implementation

C. Network Face-to-Face Meeting Dates for 2016-2017 school year:

- June 21-22, 2016
- July 19-23, 2016 (NH)
- September 15, 2016
- October 20, 2016
- November 17, 2016
- January 19, 2017
- February 23, 2017
- April 20, 2017
- June 20-23, 2017

IV. Idaho Mastery Education Network Assurances

In weighing a decision to apply, an eligible applicant must consider the overarching goals of the Idaho Mastery Education Network.

As the duly authorized representative of _____ (Fill in district or charter school name below), I have the legal authority to submit an application. I agree to the following:

1. Operate within the scope of the State Department of Education Guidelines for K-12 Mastery Education and the parameters established.
2. Participate in program evaluation, including public reporting of program outcomes.
3. Comply will all applicable assessment and accountability requirements in state and federal law.
4. Gather and report implementation data as requested.
5. Demonstrate commitment from the governing board, administrators, teaching staff, and other local stakeholders.
6. Commit to participation in all IMEN activities.
7. Document the expenditure of funds and submit required documentation.
8. Participate in professional development opportunities and assist in the following network activities:
 - Development of model competencies
 - Identification and/or development of assessments (formative and summative)
 - Development of monitoring tools
 - Development of best practices
 - Identification and assessment of data and metrics used to ensure compliance progress and growth

V. Attachments

- [Idaho Mastery Education Network Self-Assessment Tool](#)
- [Budget Attachment](#)
- [Signature Page Attachment](#)

Attach all three in the form below:

- [Attach Forms Here](#)

VI. Idaho Mastery Education Network Application

A. Proposal Summary and Criteria

Provide a summary of the proposed mastery education plan that aligns with the implementation components. Please includes a concise description of the following information: project objectives and activities; proposed project outcomes; proposed measures of those outcomes; number and location of proposed sites; number and general description of students to be served; and community involvement, including integration with college and career readiness opportunities.

Criteria	
<ul style="list-style-type: none">Strong and specific evidence of alignment to all components of the mastery education plan as submitted.	
Score	<i>Applicant's Response Compared to the Criteria</i>
4	Strong: Very convincing concepts with strong examples of evidence throughout; well-conceived and thoroughly developed with a likelihood for success; very innovative
3	Good: Convincing concepts with enough examples of evidence to indicate a good chance for success; clear and complete; innovative
2	Marginal: Some evidence; partially developed concepts; some potential for effectiveness and success; some inconsistencies; needs work; some innovation present; requires additional information/clarification
1	Weak: Minimal evidence; limited potential; vague; weak concepts; limited likelihood of success; limited in innovative thinking; lacks sufficient information

NOTES: _____

B. Project Narrative and Criteria

The project narrative shall include the following sections described below. Where appropriate please incorporate the results of your self-assessment survey. A variety of sample resources are made available after each section.

- Theory of Action – Logic Model
- Project Context
- Implementation of Mastery Education
 - College and Career Pathways and Partnerships
 - Nonacademic Competency Development
 - Curriculum
 - Instructional Strategies for Student Learning
 - Assessment
 - Grading and Transcripts
 - Student Progression
 - Data Collection
 - Extended Learning Opportunities
 - State and Federal Programs
- Culture of Continuous Growth
- Capacity
- Management Plan Support
- Budget Narrative

Criteria	
<ul style="list-style-type: none">Evidence of community research, demographic data and detailed facility plans that support an innovative learning environment and a thoroughly defined reason for selecting the learners (e.g., grade levels, content areas, etc.) for inclusion in the pilot.	
Score	<i>Applicant's Response Compared to the Criteria</i>
4	Strong: Very convincing concepts with strong examples of evidence throughout; well-conceived and thoroughly developed with a likelihood for success; very innovative
3	Good: Convincing concepts with enough examples of evidence to indicate a good chance for success; clear and complete; innovative
2	Marginal: Some evidence; partially developed concepts; some potential for effectiveness and success; some inconsistencies; needs work; some innovation present; requires additional information/clarification
1	Weak: Minimal evidence; limited potential; vague; weak concepts; limited likelihood of success; limited in innovative thinking; lacks sufficient information

NOTES: _____

C. Theory of Action/Logic Model and Criteria

Provide a brief overview of the logic model and theory of action. Include a description of how the model would change current practice and move student learning forward.

Criteria	
<ul style="list-style-type: none">Evidence of innovation or best practices for positive change, promotion of student learning and engagement of the community and other key stakeholders.	
Score	<i>Applicant's Response Compared to the Criteria</i>
4	Strong: Very convincing concepts with strong examples of evidence throughout; well-conceived and thoroughly developed with a likelihood for success; very innovative
3	Good: Convincing concepts with enough examples of evidence to indicate a good chance for success; clear and complete; innovative
2	Marginal: Some evidence; partially developed concepts; some potential for effectiveness and success; some inconsistencies; needs work; some innovation present; requires additional information/clarification
1	Weak: Minimal evidence; limited potential; vague; weak concepts; limited likelihood of success; limited in innovative thinking; lacks sufficient information

“Developing a Logic Model or Theory of Change”

<https://www.youtube.com/watch?v=csFTQvu6ZTo>

“The Theory of Change Process”

<https://www.youtube.com/watch?v=Y0UsBxTroUw>

NOTES: _____

D. Context and Criteria

Provide a description of the setting, including general community demographics, facilities involved, and learners to be served in the project.

Criteria	
<ul style="list-style-type: none">Evidence of community research, demographic data and detailed facility plans that support an innovative learning environment and a thoroughly defined reason for selecting the learners (e.g., grade levels, content areas, etc.) for inclusion in the pilot.	
Score	<i>Applicant's Response Compared to the Criteria</i>
4	Strong: Very convincing concepts with strong examples of evidence throughout; well-conceived and thoroughly developed with a likelihood for success; very innovative
3	Good: Convincing concepts with enough examples of evidence to indicate a good chance for success; clear and complete; innovative
2	Marginal: Some evidence; partially developed concepts; some potential for effectiveness and success; some inconsistencies; needs work; some innovation present; requires additional information/clarification
1	Weak: Minimal evidence; limited potential; vague; weak concepts; limited likelihood of success; limited in innovative thinking; lacks sufficient information

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VII. Mastery Education Implementation

The following sections provide applicants an opportunity to describe components of their proposed mastery education plans and implementation strategy. Please provide a detailed timeline with specific milestones for all sections.

A. College and Career Pathways and Partnerships and Criteria

If and where applicable to grade levels served, describe the career pathways that will be available to students as well as the industry/business and post-secondary partnerships that the applicant either has made or intends to make for the purposes of the mastery education plan and the accessibility of jobs for students.

Criteria	
<ul style="list-style-type: none">Includes the process that the applicant will use to support career awareness, exploration, planning, preparation and fulfillment for all studentsLocal businesses help define the 21st century skills necessary for employment and share their current employment needsLocal businesses help identify and create opportunities for career exploration, job shadowing, career mentoring, internships and employment in order to increase students' exposure to a variety of local career optionsIndustry leaders and teachers create engaging activities that allow students to solve problems related to specific jobs or careers; thereby introducing students to the job. (An example might be using service learning projects as a way to introduce students to community needs and use the skills acquired in school or on the job.)Includes a description of the two-way communication between the schools, industries or businesses and postsecondary institutions that supports student engagement in careers and jobs. The communication plan includes the target audience, a timeline, desired outcomes and data collection methodology to ensure sustainability of these relationships.Multiple partnerships have been established with postsecondary institutions.Partnerships developed with postsecondary institutions help to inform the outcome process from a mastery model to ensure students are prepared for the next steps whether that be college or career.Partnerships create possible postsecondary pathways for students.Information from the partnerships can help inform career and college counseling for students.	
Score	<i>Applicant's Response Compared to the Criteria</i>
4	Strong: Very convincing concepts with strong examples of evidence throughout; well-conceived and thoroughly developed with a likelihood for success; very innovative
3	Good: Convincing concepts with enough examples of evidence to indicate a good chance for success; clear and complete; innovative
2	Marginal: Some evidence; partially developed concepts; some potential for effectiveness and success; some inconsistencies; needs work; some innovation present; requires additional information/clarification
1	Weak: Minimal evidence; limited potential; vague; weak concepts; limited likelihood of success; limited in innovative thinking; lacks sufficient information

“Career Pathways: Increasing Student Engagement through Cross-Curricular Projects”

<https://www.youtube.com/watch?v=fS9nXvOKbkg>

“Career & Technical Education – Fashion Industry & Business”

<https://www.youtube.com/watch?v=qcDAd2F3SMc>

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B. Nonacademic Competency Development and Criteria

Describe the nonacademic knowledge and skills students will need, as well as how the knowledge and skills acquired through a mastery education system.

Criteria	
<ul style="list-style-type: none">The plan is designed for students to develop the skills and habits connected with lifelong learning. Instruction is designed so the students think both analytically and critically and creatively pursue new ideas, acquire new knowledge and make decisions.Students are provided the opportunities to:<ul style="list-style-type: none">Take responsibility for learning, develop self-directed learning;Plan, monitor and evaluate one's own work;Apply skills and knowledge to new situations to create knowledge and demonstrate mastery;Work collaboratively as part of the learning experience;Effectively communicate ideas, knowledge and processes;Apply the principles of logic and reasoning; develop, evaluate and defend arguments;Apply and adapt a variety of strategies to solve new and increasingly complex problems.	
Score	<i>Applicant's Response Compared to the Criteria</i>
4	Strong: Very convincing concepts with strong examples of evidence throughout; well-conceived and thoroughly developed with a likelihood for success; very innovative
3	Good: Convincing concepts with enough examples of evidence to indicate a good chance for success; clear and complete; innovative
2	Marginal: Some evidence; partially developed concepts; some potential for effectiveness and success; some inconsistencies; needs work; some innovation present; requires additional information/clarification
1	Weak: Minimal evidence; limited potential; vague; weak concepts; limited likelihood of success; limited in innovative thinking; lacks sufficient information

Carol Dweck, "Developing a Growth Mindset"

<https://www.youtube.com/watch?v=hiiEeMN7vbQ>

"Non-Academic Indicators in Rockwood"

https://www.youtube.com/watch?v=9ouC_vDS6Yo

Art Costa – "Summary of Evidence Supporting Habits of Mind"

<https://www.youtube.com/watch?v=0V13CPSNxexA>

"Healthy Habits of Mind"

<https://www.youtube.com/watch?v=C2id2TcfVv8>

"Angela Lee Duckworth: The key to success? Grit"

<https://www.youtube.com/watch?v=H14bBuluwB8>

Six Trends at Lindsay Unified School District

<http://www.competencyworks.org/insights-into-implementation/six-trends-at-lindsay-unified-school-district/>

Noble High School: Creating Timely, Differentiated Support

<http://www.competencyworks.org/case-study/noble-high-school-creating-timely-differentiated-supports/>

NOTES: _____

C. Curriculum and Criteria

Describe the range of curricula materials used within your mastery education plans, highlighting how technology might be used to expand learning options, increase student choice, demonstrate evidence of learning, increase overall instructional efficacy, support data collection and analysis, and improve communication. Describe the anticipated process for curriculum development in a mastery education system.

Criteria	
<ul style="list-style-type: none">• Builds high-quality learning progressions, instructional materials, assessments and rubrics that support the learning outcomes.• The process of the curriculum development is collaborative and works in conjunction with the statewide network's development of competencies.• Educators customize the content and sequence of students' learning experiences and supports while accommodating individual interests (personalized learning) and motivations toward the goal of ensuring that all students master standards and aligned competencies.• Content is adaptive, designed with learning alternatives	
Score	<i>Applicant's Response Compared to the Criteria</i>
4	Strong: Very convincing concepts with strong examples of evidence throughout; well-conceived and thoroughly developed with a likelihood for success; very innovative
3	Good: Convincing concepts with enough examples of evidence to indicate a good chance for success; clear and complete; innovative
2	Marginal: Some evidence; partially developed concepts; some potential for effectiveness and success; some inconsistencies; needs work; some innovation present; requires additional information/clarification
1	Weak: Minimal evidence; limited potential; vague; weak concepts; limited likelihood of success; limited in innovative thinking; lacks sufficient information

"Student Perspectives on Mastery Learning"

<https://www.youtube.com/watch?v=hDYKa9OWt9w>

"Personalized Mastery Learning – Student Made"

<https://www.youtube.com/watch?v=xoaWiLbS3r8>

"Flipped Classroom and the Mastery Approach to Learning"

https://www.youtube.com/watch?v=uHK_a9SuTIk

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D. Instructional Strategies for Student Learning and Criteria

Describe the instructional strategies that will be used in the mastery education plan.

Criteria	
<ul style="list-style-type: none">• Educators should work collaboratively with each other, community partners, parents and students to develop a standards-driven learning plan for each student that reflects that student's current knowledge and skill level, as well as personal interests.• Educators customize the content and sequence of students' learning experiences and supports while accommodating individual interests and motivations toward the goal of ensuring that all students master standards and aligned competencies.• Students should be able to select from a range of learning experiences where the student has some element of control over time, place, path or pace of learning that occur within the school, home, online, workforce or in the community during and outside of the typical school day.	
Score	<i>Applicant's Response Compared to the Criteria</i>
4	Strong: Very convincing concepts with strong examples of evidence throughout; well-conceived and thoroughly developed with a likelihood for success; very innovative
3	Good: Convincing concepts with enough examples of evidence to indicate a good chance for success; clear and complete; innovative
2	Marginal: Some evidence; partially developed concepts; some potential for effectiveness and success; some inconsistencies; needs work; some innovation present; requires additional information/clarification
1	Weak: Minimal evidence; limited potential; vague; weak concepts; limited likelihood of success; limited in innovative thinking; lacks sufficient information

"21st Century Instructional Strategies"

<https://www.youtube.com/watch?v=DfajaJV6nUk>

"Reinvesting Education for the 21st Century: Tony Wagner at (co) lab summit"

<https://www.youtube.com/watch?v=54gzmxlPbsA>

"What 60 Schools Can Tell Us About Teaching 21st Century Skills: Grant Lichtman at TEDXDenverTeachers"

<https://www.youtube.com/watch?v=UZEZTyxSl3g>

"Big Picture Learning"

https://www.youtube.com/watch?v=SZgf_jv8clw

"Blended Learning and Technology Integration"

<https://www.youtube.com/watch?v=KD8AUfGsCKg>

NOTES: _____

E. Assessment and Criteria

Describe how formative assessments will be used to guide daily instruction and aid in student selection of customized pathways. Describe how summative assessments, which vary in form and are administered when students indicate readiness, would denote mastery of competencies.

Criteria <ul style="list-style-type: none">• The multi-leveled assessment system is an essential part of the mastery education plan.• Strong assessment plan measures the pace at which students can master competencies, thus monitoring individual growth along a learning plan, and supports the "roll up" of formative data into measures that inform progress and accountability at class, school or other collective levels.• A comprehensive assessment system is an essential part of the learning system. Formative assessments guide daily instruction and student selection of customized learning opportunities. Students demonstrate mastery of competencies through performance-based assessments. Students take these assessments when they are ready and have multiple opportunities to demonstrate mastery.	
Score	<i>Applicant's Response Compared to the Criteria</i>
4	Strong: Very convincing concepts with strong examples of evidence throughout; well-conceived and thoroughly developed with a likelihood for success; very innovative
3	Good: Convincing concepts with enough examples of evidence to indicate a good chance for success; clear and complete; innovative
2	Marginal: Some evidence; partially developed concepts; some potential for effectiveness and success; some inconsistencies; needs work; some innovation present; requires additional information/clarification
1	Weak: Minimal evidence; limited potential; vague; weak concepts; limited likelihood of success; limited in innovative thinking; lacks sufficient information

"Formative Assessment"

https://www.youtube.com/watch?v=jtLLp_ZsyvQ

"Formative and Summative Assessment"

https://www.youtube.com/watch?v=rJxFXjfB_B4

NOTES: _____

F. Grading and Transcripts and Criteria

Describe the process that will be used to develop a grading, report card, and transcript system that aligns with the mastery education plan. Examples of steps already taken may be uploaded.

Criteria	
<ul style="list-style-type: none">Alternative approaches will be used that avoid traditional letter grades in favor of a mastery criterion. "Grades" and "transcripts" will be used as a form of communication for students and parents and will reflect the degree of mastery of competencies, not a final outcome of learning. Examples may include standards-based report cards, narrative reports, digital badges, online certificates for accomplishing tasks, portfolio systems, etc.On occasions when a student does not earn credit for a course, the focus will be on the missing competencies; the student will not repeat the entire course.The previously developed grading and transcript system demonstrates a commitment to student learning based on mastery of competencies rather than course passage or completion in a setting bound by time and place.	
Score	<i>Applicant's Response Compared to the Criteria</i>
4	Strong: Very convincing concepts with strong examples of evidence throughout; well-conceived and thoroughly developed with a likelihood for success; very innovative
3	Good: Convincing concepts with enough examples of evidence to indicate a good chance for success; clear and complete; innovative
2	Marginal: Some evidence; partially developed concepts; some potential for effectiveness and success; some inconsistencies; needs work; some innovation present; requires additional information/clarification
1	Weak: Minimal evidence; limited potential; vague; weak concepts; limited likelihood of success; limited in innovative thinking; lacks sufficient information

"De-Grading Education Elizabeth Wissner-Gross"

<https://www.youtube.com/watch?v=DzSnvxjejenY>

Progress and Proficiency: *Redesigning Grading for Competency Education*

<http://www.competencyworks.org/wp-content/uploads/2014/01/CW-Progress-and-Proficiency-January-2014.pdf>

NOTES: _____

G. Student Progression and Criteria

Describe what innovative approaches will be used to transition to a system predicated on learning objectives and clear paths for students.

Criteria	
<ul style="list-style-type: none">Alternative approaches will be used that avoid moving students along traditional grade levels and pre-defined amounts of seat time.	
Score	<i>Applicant's Response Compared to the Criteria</i>
4	Strong: Very convincing concepts with strong examples of evidence throughout; well-conceived and thoroughly developed with a likelihood for success; very innovative
3	Good: Convincing concepts with enough examples of evidence to indicate a good chance for success; clear and complete; innovative
2	Marginal: Some evidence; partially developed concepts; some potential for effectiveness and success; some inconsistencies; needs work; some innovation present; requires additional information/clarification
1	Weak: Minimal evidence; limited potential; vague; weak concepts; limited likelihood of success; limited in innovative thinking; lacks sufficient information

“Adams County School District 50 – Learning Levels”

https://www.youtube.com/watch?v=nI_GbZX8Lqk

NOTES: _____

H. Data Collection and Criteria

Describe a new data collection process that includes the means of monitoring the implementation of the mastery education plan, the establishment of data collection methods, and the creation of an evaluation system that supports teaching and learning in a mastery education framework.

Criteria	
<ul style="list-style-type: none">• Learning management systems should be student-centered and collect, report and provide shared, meaningful, “real-time” information on each student’s learning trajectory, based on demonstrating high levels of competency.• In addition to establishing data collection methods for supporting teaching and learning, the plan collects data to monitor the implementation of the competency-based framework.• Data should contemplate the means of monitoring the implementation of the competency-based education plan, establish data collection methods and create an evaluation system that supports teaching and learning in a competency-based framework.	
Score	<i>Applicant’s Response Compared to the Criteria</i>
4	Strong: Very convincing concepts with strong examples of evidence throughout; well-conceived and thoroughly developed with a likelihood for success; very innovative
3	Good: Convincing concepts with enough examples of evidence to indicate a good chance for success; clear and complete; innovative
2	Marginal: Some evidence; partially developed concepts; some potential for effectiveness and success; some inconsistencies; needs work; some innovation present; requires additional information/clarification
1	Weak: Minimal evidence; limited potential; vague; weak concepts; limited likelihood of success; limited in innovative thinking; lacks sufficient information

“What is Student Data?”

<https://www.youtube.com/watch?v=3g4ifVVf-RI>

NOTES: _____

I. Extended Learning Opportunities and Criteria

Describe what extended learning opportunities will be available to students to master competencies, earn high school credit, or meet curriculum requirements, outside of the traditional education setting.

Criteria	
<ul style="list-style-type: none">Students have numerous opportunities to learn and develop skills through instruction or study that is outside of the traditional classroom. For example, independent study, internships, apprenticeships, online courses or community service.Even though learning occurs outside of the traditional classroom, students must demonstrate their mastery of the competencies and subject area before acquiring credit hours or advancing to the next level of learning.	
Score	<i>Applicant's Response Compared to the Criteria</i>
4	Strong: Very convincing concepts with strong examples of evidence throughout; well-conceived and thoroughly developed with a likelihood for success; very innovative
3	Good: Convincing concepts with enough examples of evidence to indicate a good chance for success; clear and complete; innovative
2	Marginal: Some evidence; partially developed concepts; some potential for effectiveness and success; some inconsistencies; needs work; some innovation present; requires additional information/clarification
1	Weak: Minimal evidence; limited potential; vague; weak concepts; limited likelihood of success; limited in innovative thinking; lacks sufficient information

“Extended Learning Opportunities”

<https://www.youtube.com/watch?v=EadPMQjdMMw>

NOTES: _____

J. Communication Plan and Criteria

Provide a detailed description for student, family and community engagement in the development, and implementation of a comprehensive mastery education plan.

Criteria	
<ul style="list-style-type: none">• Effective communication protocols are in place that allow for two-way communication reaching all levels in the district/school and reaching students, families and the community.• The applicant seeks input at all levels when designing the mastery education program and seeks continuous feedback on the implementation of the plan.	
Score	<i>Applicant's Response Compared to the Criteria</i>
4	Strong: Very convincing concepts with strong examples of evidence throughout; well-conceived and thoroughly developed with a likelihood for success; very innovative
3	Good: Convincing concepts with enough examples of evidence to indicate a good chance for success; clear and complete; innovative
2	Marginal: Some evidence; partially developed concepts; some potential for effectiveness and success; some inconsistencies; needs work; some innovation present; requires additional information/clarification
1	Weak: Minimal evidence; limited potential; vague; weak concepts; limited likelihood of success; limited in innovative thinking; lacks sufficient information

NOTES: _____

K. State and Federal Programs and Criteria

Describe the ways in which mastery education will be integrated in other local, state, and federal programs.

Criteria	
<ul style="list-style-type: none">Plan incorporates critical Idaho programs such as Advanced Opportunities.Plan engages staff in other state and federal programs in the development of the Mastery Education system to ensure that students participating in these initiatives are supported at all levels.	
Score	<i>Applicant's Response Compared to the Criteria</i>
4	Strong: Very convincing concepts with strong examples of evidence throughout; well-conceived and thoroughly developed with a likelihood for success; very innovative
3	Good: Convincing concepts with enough examples of evidence to indicate a good chance for success; clear and complete; innovative
2	Marginal: Some evidence; partially developed concepts; some potential for effectiveness and success; some inconsistencies; needs work; some innovation present; requires additional information/clarification
1	Weak: Minimal evidence; limited potential; vague; weak concepts; limited likelihood of success; limited in innovative thinking; lacks sufficient information

NOTES: _____

L. Continuous Growth Process and Criteria

Describe the plan for continual internal evaluation and iteration across all key components of the proposed model.

Using the results from the self-assessment tool, describe the current culture of practice and how this plan will increase your districts or school's capacity to transition to a mastery education system. How will you leverage your strength and improve upon your weaknesses?

Criteria <ul style="list-style-type: none">• Outcomes of the project are clearly specified and measurable.• The methods of evaluation provide continuous performance feedback and encourage the continuous assessment of progress toward achieving intended outcomes.• The plan continuously seeks to compare its progress against research and best practices in the field.• The plan uses both formative and summative data from evaluations to inform a continuous improvement process over the course of the project.	
Score	<i>Applicant's Response Compared to the Criteria</i>
4	Strong: Very convincing concepts with strong examples of evidence throughout; well-conceived and thoroughly developed with a likelihood for success; very innovative
3	Good: Convincing concepts with enough examples of evidence to indicate a good chance for success; clear and complete; innovative
2	Marginal: Some evidence; partially developed concepts; some potential for effectiveness and success; some inconsistencies; needs work; some innovation present; requires additional information/clarification
1	Weak: Minimal evidence; limited potential; vague; weak concepts; limited likelihood of success; limited in innovative thinking; lacks sufficient information

NOTES: _____

M. Capacity and Criteria

Describe the experience, knowledge, skills and resources necessary to implement the plan, including any advantages or additional relevant resources, partnerships, funding or other supports that would be available to your model and/or to your planning efforts.

Describe how the plan would be carried out if a change in leadership occurs. Please incorporate the results from the self-assessment tool as appropriate.

Criteria	
<ul style="list-style-type: none">• Examples of successful innovation design and implementation efforts are provided.• The district's/school's flexible organizational structure has resulted in successful innovation and systemic changes being implemented over the past five years.• The team has the experience, knowledge, skills and resources necessary to implement the plan.• Beyond the funds being given, the team has relevant resources and partnerships that will support the model and its planning efforts.	
Score	<i>Applicant's Response Compared to the Criteria</i>
4	Strong: Very convincing concepts with strong examples of evidence throughout; well-conceived and thoroughly developed with a likelihood for success; very innovative
3	Good: Convincing concepts with enough examples of evidence to indicate a good chance for success; clear and complete; innovative
2	Marginal: Some evidence; partially developed concepts; some potential for effectiveness and success; some inconsistencies; needs work; some innovation present; requires additional information/clarification
1	Weak: Minimal evidence; limited potential; vague; weak concepts; limited likelihood of success; limited in innovative thinking; lacks sufficient information

NOTES: _____

N. Management Plan Support and Criteria

Describe how the mastery education plan will support teachers and administrators in the implementation, monitoring, and evaluation of systemic practices through high quality professional development. Explain how all stakeholders (i.e. administrators, teachers, parents, students, community members, industry partners, etc.) will collaborate in order to share lessons learned and best practices while also engaging in the statewide collaborative.

Criteria	
<ul style="list-style-type: none">• Opportunities for professional collaboration, in and outside of the regular school day.• Collaborative time to align curriculum and develop common assessments; professional development and guidance on how to align and assess in a mastery education system.• Collaboration among teachers across areas of expertise, grade-levels, content areas and school buildings.• Collaborative time among industry and postsecondary partners, teachers and administrators to develop a comprehensive competency-based education plan that provides multiple pathways that match student interests with business and industry needs.	
Score	<i>Applicant's Response Compared to the Criteria</i>
4	Strong: Very convincing concepts with strong examples of evidence throughout; well-conceived and thoroughly developed with a likelihood for success; very innovative
3	Good: Convincing concepts with enough examples of evidence to indicate a good chance for success; clear and complete; innovative
2	Marginal: Some evidence; partially developed concepts; some potential for effectiveness and success; some inconsistencies; needs work; some innovation present; requires additional information/clarification
1	Weak: Minimal evidence; limited potential; vague; weak concepts; limited likelihood of success; limited in innovative thinking; lacks sufficient information

NOTES: _____

O. Budget and Budget Narrative

- Applicants must submit a planning [Budget Attachment](#) for FY17 (Fiscal Year). If selected for the network, the awardee must submit a budget for FY18 at a date that will be determined later. The applicant will be required to provide a narrative of budget items in the Idaho Mastery Education Network (IMEN) application. Budget allocation will be contingent upon all applications. Submit budget in the attachment section.

P. Attachments

Please attach:

- Self-Assessment Tool -Applicants must complete the Self-assessment tool. [Idaho Mastery Education Network Self-Assessment Tool](#)
- Initial planning budget. [Budget Attachment](#)
- A signature page that includes the signatures of the board president, superintendent, principals, and teachers. [Signature Page Attachment](#)

Attach all three in the form below:

- [Attach Forms Here](#)

Q. Submission Instructions

-The applicant must submit the Idaho Mastery Education Network Application including the required attachments, by 5 p.m. on **Friday, March 11, 2016** in order to be considered.

R. Review Process

An independent committee of expert practitioners will review and score applications under guidance and coordination by the Idaho Department of Education. As the Idaho Mastery Education Network is using discretionary funds, the reviewers may consider past performance of the applicant in carrying out previous awards, such as achievement of project objectives, timeliness of reporting, use of funds or overall compliance with fund conditions. Additional factors that may be considered when selecting an applicant for an award are geographic distribution, type of site (rural, small town, suburban, urban), ages/grades served or number of students served.

S. Application Selection

The selection and award of up to twenty network sites will be announced **April 22, 2016**.

VIII. Appendix A - Self-Assessment Tool

Idaho Mastery Education Network Self-Assessment Tool

The definition of Mastery Education for the purposes of this application is outlined as: *Any system of academic instruction, assessment, grading and reporting where students show mastery based on demonstration and assessments of their learning rather than the amount of time they spend studying a subject. A mastery educational program shall encourage accelerated learning among students who master academic materials quickly while providing additional instructional support time for students who need it.*

This tool is designed for self-reflection to assess readiness/capacity to design and implement mastery education as a network site. The items were developed based on

- [Idaho Code §33-1632](#)
- Literature review on mastery learning, including studies on how the reform is defined, research findings on this education model, and challenges and facilitators for successful implementation
- Systematic review of exemplars and lessons learned from advanced states, districts, and schools implementing mastery learning models

The self-assessment may be used to support the decision to submit an application and, if the decision is to move forward, to assist with the planning phase activities and fidelity of implementation.

In weighing a decision to apply, an eligible applicant must consider the overarching goals of the Idaho Mastery Education Network. This IMEN is designed to:

- Promote innovative learning that is meaningful to students, cut across multiple curriculum areas, and extend learning outside of the classroom
- Advance students to higher-level work once they demonstrate mastery of competencies, rather than advancing based upon seat time in the classroom
- Give supports to struggling students before they advance and prevent further failure down the road
- Keep all students on pace to graduate and ensure those below level make rapid progress
- Graduate students with deeper college and career ready skills
- Identify ways teachers can help students move in different ways
- Engage teachers deeply with researchers in practice
- Inform future development of statewide mastery education policies and programs

Self-Assessment Rubric

Each component of the self-assessment is scored based on the eligible applicant's capacity to implement a paradigm shift in systemic educational practice. The applicant will gauge how close its current system is to mastery education (step 1) and its capacity to successfully transition to a mastery education system (step 2). Applicants should apply a three-point scale

for building a culture that supports mastery education when completing each component of the rubric, with a score of one being the lowest potential and a score of three being the highest.

If a district applies for the network, each school in that district should independently complete steps 1 and 2 of this readiness rubric. District leads should review all readiness when determining which schools to include in the network.

Step 1: What level along the mastery education continuum is your district or school currently operating?

	Traditional	Emerging	Mastery Education	Points
	1	2	3	
Personalized Learning	Student learning happens inside a traditional classroom with little to no accommodation for student interests and learning styles.	Student interests and learning styles are sometimes considered when educators incorporate real-world experiences and partners into the classroom.	Students choose from a wide range of learning experiences at school, online and in their community. Educators work with diverse partners and students to piece together individual learning pathways that accommodate student interests and learning styles.	
Learning Progression	Students are expected to master grade level college and career ready standards.	Students are expected to master grade level college and career ready standards and transferable skills.	Students are expected to master competencies aligned to college and career ready standards. Each competency has clear, transferable learning objectives.	
Learning Pace	Students advance based upon seat time, at the instructor's pace, regardless of whether they mastered the learning objectives or need additional time.	Even though courses are based upon seat time, students may take accelerated courses if they demonstrate readiness. Students receive specialized support when they fall behind peers. Educators continually group students to encourage peer learning and maximize learning gains for all.	Students receive customized supports and accelerated opportunity both in-school and out-of-school to ensure they stay on pace to graduate college and career ready. Students advance based upon mastery, not based upon seat time.	
Instruction	Every classroom has one teacher who designs and delivers an instructional program with very little differentiation for individual students.	Educators engage in some collaboration across teams and content areas to align and differentiate instruction based on real-time feedback on student performance.	Educators work collaboratively with students, each other, parents, industry, and community partners to develop a unique learning plan for every student based on student interests, learning styles and real-time data.	

	Traditional	Emerging	Mastery Education	Points
	1	2	3	
Assessment System	Assessment instruments are used at set times to evaluate and classify students, not to guide instruction. Students have one opportunity to take the summative assessment at the end of the course or at the end of the year.	Educators use formative assessment instruments when they believe students are ready to demonstrate mastery. These assessments help educators tailor instruction so that more students are ready to master the summative assessment at the end of the year.	A comprehensive assessment system is an essential part of the learning system. Formative assessments guide daily instruction and student selection of customized learning opportunities. Students demonstrate mastery of competencies through performance-based assessments. Students take these assessments when they are ready and have multiple opportunities to demonstrate mastery.	
Total Points				

Based upon the total number of points earned in step 1, an applicant should consider the following:

Total Points in Step 1

- 13-15** The applicant's current system of education aligns well with a mastery education system expected in this network. The applicant should complete step two of this rubric to determine its capacity to successfully transition to a full-scale mastery education system.
- 10-12** The applicant's current system of education is partially aligned with a mastery education system expected in this network. The applicant should complete step two of this rubric to determine its capacity to successfully transition to a full-scale mastery education system.
- Less than 10** The applicant's current system of education is very traditional and shows little alignment with a mastery education system. If the applicant seeks to promote innovative learning in which students advance to higher-level work once they have demonstrated mastery of competencies, it should consider modifying one of the components in the table above. In addition, the applicant should complete step two of this rubric to determine how to build its capacity in moving toward a mastery education system.

Step 2: What is your district's or school's capacity to transition to a mastery education system?

	Low capacity to transition to mastery education	Developing the capacity to transition to mastery education	High capacity to transition to mastery education	Points
	1	2	3	
Decision Making	Decisions are made slowly, with little input from staff and building administrators. Conflict results when it is unclear how a decision was reached.	Decisions are made slowly, with input from various staff and administrators. Administrators explain the rationale and process for decision making.	Decisions are made quickly, and staff and administrators at all levels are afforded input opportunities and everyone understands how decisions are made.	
Leadership for Change	The district's/school's leadership team is hands-off and excludes building input. Decisions and actions are not connected throughout the district.	The district's/school's leadership team includes input from building administrators and staff and is responsible for making decisions related to improving student performance. School administrators and staff are responsible for carrying out change.	The district's/school's leadership team is hands on and owns most decisions. All staff takes responsibility for changing adult behaviors to improve student performance.	
Organizational Structure	The district's/school's rigid organizational structure and high rate of administrative turnover have prevented successful changes over the past five years and have built an organizational culture cynical to change.	The district's/school's organizational structure has resulted in a mix of successful and unsuccessful changes over the past five years.	The district's/school's flexible organizational structure has resulted in successful, systemic changes being implemented over the past five years.	

	Low capacity to transition to mastery education	Developing the capacity to transition to mastery education	High capacity to transition to mastery education	Points
	1	2	3	
Motivation and Culture of Innovation	The district/school is characterized by red tape and defined channels that discourage staff from working across content and departments. Continuous improvement is limited and discourages risk taking.	The district/school is open to innovation, but only through a slow change process with cautious leadership or has some collaboration opportunities for staff to work across content and departments. While the district/school promotes continuous improvement, it does not reward risk taking.	The district/school promotes continuous improvement, rewards risk taking and its structure allows staff to work across content and departments.	
Data Collection and Use	Data are not readily available to educators and are rarely used in the decision-making process.	Data systems provide limited “real-time” information on each student’s learning but are readily available to educators and used in the decision-making process.	“Real-time” data are readily available to administrators, teachers, and students and are used to drive decisions that seek better outcomes for student learning.	
Continuous Improvement	The district/school examines change when mandated to improve performance and looks only within its boundaries for best practices.	The district/school examines change primarily when performance is low and seeks research in the field.	The district/school constantly examines change (regardless of performance levels) and seeks research in the field and best practices beyond its boundaries.	
Benchmarks	The district’s/school’s benchmarks are set according to the state standards.	The district/school continuously sets benchmarks that go beyond state standards and reflect incremental change.	The district/school continuously sets benchmarks that go beyond state standards and are competitive with the high performance of others.	

	Low capacity to transition to mastery education	Developing the capacity to transition to mastery education	High capacity to transition to mastery education	Points
	1	2	3	
Communications	Communication protocols are typically top-down and/or one-way. Communication outside of the district is limited.	Communication protocols are in place that allow for two-way communication within the district.	Effective communication protocols are in place that allow for two-way communication reaching all levels in the district and reaching outside to the community.	
Partnership with Industry and Jobs	The district/school has limited partnerships with local industries; such partnerships are for the purpose of completing and ensuring basic requirements are met.	The district/school is expanding its partnerships with local industries for the purpose of giving students more opportunities to complete core requirements or supplementary classes.	The district/school partners with industry to facilitate pathways to competencies through credentialing, mentorships, apprenticeships, job shadowing, and other non-traditional methods for course completion.	
Connections with Post-Secondary Partner	The district provides limited opportunities to students seeking postsecondary options. The burden of understanding and exploring options is placed on individual students, rather than on the district.	The district is expanding the postsecondary options available to students through programs such as credit flexibility and Advanced Opportunities. Programs are available to individual students but are not an institutionalized part of the district's/school's structure.	The district/school has made postsecondary or related partnerships a priority and actively seeks out and communicates these opportunities to better the experience for all students.	

	Low capacity to transition to mastery education	Developing the capacity to transition to mastery education	High capacity to transition to mastery education	Points
	1	2	3	
Student Advancement	The district/school operates under the traditional K-12 model; student grade levels are defined and discrete. There is no flexibility that allows students to move beyond grade level when ready.	The district/school allows for some grade level flexibility by combining grade levels within whole classrooms, through acceleration policies or through additional supports provided to students.	The district's/school's grade level configurations are flexible and allow students to move to the next level of learning when they master academic content. Student advancement is not based on grade levels.	
Total Points				

Taking into account the applicant's current alignment with a mastery education system of education (identified in step 1), an applicant should consider its capacity to successfully transition based upon the following range in scores:

Total Points in Step 2

- 29-33** The applicant has a strong capacity for successfully transitioning to a mastery education system and should consider applying to participate in the state's network.
- 22-28** The applicant has a strong opportunity for successfully transitioning to a mastery education system, so long as it continues to build its capacity for innovation. If the applicant's current system of education aligns with mastery education (step 1), then the applicant should consider applying to participate in the state's mastery education network while it works to strengthening its lower-rated components of innovation (step 2).
- Less than 22** Innovation is possible, but it might be very difficult to transition to a mastery education system given the applicant's current low-capacity for change. The applicant should consider strengthening two or three of the components listed in step 2 as it prepares itself to move in the direction of mastery education.

IX. Appendix B-Budget

IDAHO MASTERY EDUCATION NETWORK (IMEN) FUNDS APPLICATION

Budget

The following form must be used to summarize funds being applied for.

BUDGET CATEGORIES	EXPLANATORY NOTES & JUSTIFICATION		IMEN FUNDS	OTHER FUNDING
Travel/Professional Development		FY17		
		FY18		
		FY19		
Equipment-Technology		FY17		
		FY18		
		FY19		
Student/Learning Management System		FY17		
		FY18		
		FY19		
Supplies		FY17		
		FY18		
		FY19		
Purchased Services		FY17		
		FY18		
		FY19		
Other/Facilities Reconfiguration		FY17		
		FY18		
		FY19		
Stipends		FY17		
		FY18		
		FY19		
Other		FY17		
		FY18		
		FY19		

Total Direct Costs		FY17		
		FY18		
		FY19		
Indirect		FY17		
		FY18		
		FY19		
Grand Total		FY17		
		FY18		
		FY19		

X. Appendix C Signature Page



**MASTERY
EDUCATION**

Kelly Brady
Director
Mastery Education

(208) 332-6890
kbrady@sde.idaho.gov

650 W State Street
Boise, Idaho 83702



Idaho Mastery Education Network Signature Page

Indicate: District Name and # _____

School/Schools _____

Name of Entity: _____

Address: _____ City: _____

Zip: _____

Superintendent: _____ Email: _____

Primary Contact Person(s): _____

Address: _____ City: _____

Zip: _____

Phone: _____ Email: _____

Participating Schools:

Name of School: _____

Size of Faculty _____

Address: _____ City: _____

Zip: _____

School Size: _____ # of Students % FRL _____ %SWD _____ %ELL _____

%Non-Caucasian _____

School's Primary Contact Person: _____

Phone: _____ Email: _____

Add any additional schools and information included as part of this application on a separate page as Attachment A.

Team Members:

Please submit your district team list, including names, specific roles, and email addresses.

Depending on the district's configuration, lead teams should be comprised of the following people/positions.

- Superintendent or designee
- Building administrators
- A person/people working across grade levels such as Curriculum Director, Literacy Coach, Dean of Faculty
- Department heads or chairs
- For Middle and High Schools, lead teachers in ELA, mathematics, science, and the arts
- Several lead elementary educators
- Community Representation
- Parent Representation
- Student Representation

List additional names and information included as part of this application on a separate page as Attachment B.

SIGNATURE PAGE
School Board Commitment and Signature

The school board agrees to:

- Support district/school participation in the IMEN including financial support for travel to meetings and substitutes during participation in this collaborative effort
- Participate in board work sessions to build the team's capacity to provide leadership and support for implementation
- Assist with and support parent and community involvement in this work
- Partner with teachers, administrators and stakeholders to provide a policy framework to develop local processes and protocols for awarding proficiency-based credit

Board President Name (typed)
Signature: _____ Date: _____

District Commitment and Signature

The superintendent agrees to:

- Be a member of the team and participate in all meetings and/or support participation
- Support principals and teachers as they work toward this transformation
- Become a demonstration site during and beyond the project (as appropriate)
- Keep the school board informed about the work
- Pursue parent and community involvement

Superintendent Name (typed)
Signature: _____ Date: _____

Schools Commitment and Signature

The Principal agrees to:

- Be a member of the team and participate in all meetings and/or support participation
- Support teachers as they work toward this transformation
- Become a demonstration site during and beyond the project (as appropriate)
- Keep the school board and superintendent informed about the work
- Pursue parent and community involvement

Principal Name (typed)
Signature: _____
Date: _____

Teachers' Commitment and Signature

The teachers' agrees to:

- Encourage district participation in the Idaho Mastery Education Network
- Encourage teacher participation in the leadership team as appropriate

Teacher Representative's Name (typed)
Signature: _____
Date: _____

Teacher Representative's Name (typed)

Signature: _____

Date: _____

Teacher Representative's Name (typed)

Signature: _____

Date: _____

Teacher Representative's Name (typed)

Signature: _____

Date: _____

Teacher Representative's Name (typed)

Signature: _____

Date: _____

XI. Appendix D Reading and Resources

Although there are many resources for information about mastery education, the following sources are offered as a starting point for districts interested in working toward mastery education pathways for their students.

[Contacts](#)

[Research & Reports](#)

[Webinars, Videos & Presentations](#)

[CBE Websites & Wikis](#)

[State CBE Initiatives Resources](#)

Contacts

State Contact for Mastery Education: Kelly Brady - kbrady@sde.idaho.gov

Research & Reports

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iNACOL. Cracking the Code: Synchronizing Policy and Practice for Performance-Based Learning by Susan Patrick (iNACOL) and Chris Sturgis (MetisNet)

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- [Educator Competencies for Personalized, Learner-Centered Teaching](#)
- [Equity in Competency Education: Realizing the Potential, Overcoming the Obstacles](#)
- [The Past and the Promise: Today's Competency Education Movement](#)

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ExcelinEd. [2015 National Summit on Education Reform Strategy Session: How to Spark Education Innovation in Your State](#)

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Nellie Mae Education Foundation – What is Competency Based Education?

<https://www.youtube.com/watch?v=RckLD9A0pgc>

[Video 1:](#) Introduction to Competency-Based Grading with Keith Richard, Principal of Nashua High School South, and Kelly Holmes, Head Science Teacher at Nashua High School South

[Video 2:](#) Colleges and Competency-Based Grading with Maureen O'Dea, Director of Guidance at Nashua High School South and Nashua High School North, and Kristin Wirth, Assistant Director and New England Representative for Admissions, Purdue University, West Lafayette, Indiana, and hosted by Zachary Peterson, South Class of 2014.

[Video 3:](#) Competency-Based Grading Forum with Members of the High School Competency Committee (listed below) and North and South Students, and hosted by Zachary Peterson, South Class of 2014

CBE Websites & Wikis

[Achieve Competency-Based Pathways](#)

[Center for Secondary School Redesign](#)

[CompetencyWorks.org](#) & [CompetencyWorks Wiki](#)

[ExcelinEd – Competency-Based Education](#)

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College & Career Readiness & Success Center at the American Institutes for Research. [State Approaches to Competency-Based Education to Support College and Career Readiness for All Students](#)

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Iowa Forum on Competency-Based Education www.IACompEd.com

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National Governors Association. [Expanding Student Success: A Primer on Competency-Based Education from Kindergarten through Higher Education](#)

[New Hampshire's Story of Transformation](#)

Oregon Department of Education. [Proficiency-Based Teaching and Learning in Oregon: An Evolution from State Policy to Practice,](#)

[Re-Inventing Schools Coalition \(RISC\)](#)

Rivin, Gabe, Piedmount Pen, LLC. [Competency-Based Education: An Overview for Michigan's Superintendents](#)